

OCR Entry Level Certificate in Information and Communication Technology R441 specification

Version 1 November 2009





Why choose OCR Entry Level Certificate in ICT?

As well as including familiar and popular aspects of the current specification, our exciting new Entry Level Certificate in Information and Communication Technology (ICT) also contains fresh, up-to-date content, enabling you to engage learners and bring the subject to life.

Engaging and enjoyable

It provides learners with opportunities to become more familiar with practical applications in ICT and explore new and exciting ways of using new technologies. They can also work with a variety of technologies, providing them with greater choice and making it more enjoyable for them to study. The qualification can be taught alongside Entry Level Functional Skills, ensuring stimulating education with alternative routes.

More teacher involvement

The qualification has been created with teachers in mind too. For example, it allows you to be more involved than at GCSE – to enable learners to access the specification content and to produce the necessary evidence for assessment and recognition of their achievements.

Progression routes

As this qualification incorporates the focus of our GCSE ICT, learners have an opportunity of moving to or from the GCSE qualifications during their course of study.



Entry Level Certificate in Information and Communication Technology R441



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1.1 Overview of OCR Entry Level Certificate in ICT

ICT (R441)

Using ICT: Practical Communication Task

Internally assessed
40 marks
50% of the qualification
Candidates complete one of the OCR-set Practical Communication Tasks.

Plus

Short Task 1

Internally assessed
20 marks
25% of the qualification

Short Task 2

Internally assessed
20 marks
25% of the qualification

Candidates complete two Short Tasks, based on the following strands from the subject content:

- Animation Skills
- Control Skills
- Database Skills
- Digital Imaging Skills
- Spreadsheet Skills
- Video Editing Skills

Each Short Task must be from a different strand.

An OCR-set Short Task is available for each strand, or the tasks may be set by the teacher.

1.2 What is new in OCR Entry Level Certificate in ICT

Do you currently teach OCR Entry Level Certificate in ICT? If so, please check the table below for details of the main differences between that and the new version for first teaching in September 2010.

| What stays the same? | What is changing? |
|--|--|
| <p>The focus is still on practical work and ensuring that learners have essential skills to use ICT in the modern world.</p> <p>The qualification is still internally assessed and externally moderated.</p> <p>The internal assessment tasks can still be linked to the learner's own interest.</p> <p>The new specification still contains only one unit – learners complete three tasks to build up a portfolio of evidence of their work for assessment.</p> | <p>The new specification contains fresh, up-to-date content, enabling teachers to engage learners and bring the subject to life.</p> <p>A mandatory task on the practical use of ICT has been introduced, along with new task areas based around using creative applications.</p> <p>The new specification uses banded marking criteria that allow you to differentiate between levels of attainment.</p> <p>You can submit evidence electronically, via the OCR Repository.</p> <p>The sample for moderation will now be selected by the Moderator, and the centre will be advised.</p> |

1.3 Guided learning hours

There are no specified guided learning hours for this course; typically it could take between 60 and 120 guided learning hours depending on the ability of the candidates and the delivery approach adopted.

This chapter consists of two broad sections.

Section 2.1 contains content which should be taught to all candidates to prepare them for the Using ICT: Practical Communication Task.

Section 2.2 contains the subject content for each of the Short Task strands. It is included to help teachers structure their schemes of work and to define areas that will be assessed by the Short Tasks. It should be noted that only the content relevant to the chosen Short Tasks will be assessed by OCR.

2.1 Using ICT: Practical Communication

Hardware

Candidates should have a knowledge and understanding of:

- input, output, storage and communication devices and their appropriate use.

Software

Candidates should have a knowledge and understanding of the following and be able to:

- use different types of commonly used software applications, eg word processing, presentation, desktop publishing software or graphics software
- identify the advantages and disadvantages of different software applications.

Work safely using ICT

Candidates should be able to:

- identify safe, secure and responsible working practices when using ICT.

Present information using ICT

Candidates should be able to:

- combine text and graphics into a document or presentation
- use a range of software features, eg copy, paste, format, move, crop, rotate, resize, flip, layout
- use ICT tools to check work for accuracy, eg spell check.

Use of files and folders

Candidates should be able to:

- demonstrate good working practice when storing and retrieving files and folders.

Communicate information using ICT

Candidates should be able to:

- send and receive an email.

Candidates should have knowledge and understanding of:

- other different forms of electronic communication, eg SMS, instant messaging, online discussion forums, social networking.

Research information

Candidates should be able to:

- search for information using different techniques and sources.

2.2 The Short Task strands

Strand 1: Animation Skills

Create a simple animation

Candidates should be able to:

- use appropriate animation software.

Candidates should be able to:

- create/insert graphics
- save and retrieve work
- animate movement, eg tween or frame by frame
- change properties of objects, eg colour, motion, shape, size
- add effects/interactions, eg text, sound, events
- loop/repeat the animation
- export/publish the animation in a standard format.

Candidates should have knowledge and understanding of:

- input, output devices and their appropriate use.

Strand 2: Control Skills

Use control language software

Candidates should be able to:

- use one of the following control language software applications
 - a) controlling screen images
 - b) controlling external devices
- follow a sequence of instructions to control a device or screen image
- write a sequence of instructions to control a device or screen image.

Candidates should have knowledge and understanding of:

- input, output devices and their appropriate use
- every day devices that can be controlled remotely
- the features of control language software.

Strand 3: Database Skills

Use an existing database

Candidates should be able to:

- use appropriate software.

Candidates should be able to:

- access a database
- save and retrieve data
- sort records
- query using simple and multiple criteria to find specified data.

Candidates should have knowledge and understanding of:

- input, output devices and their appropriate use.

Strand 4: Digital Imaging Skills

Make use of digital images

Candidates should be able to:

- use appropriate hardware, eg digital camera, camera-phone
- use appropriate software applications, eg graphics package or an image processor.

Candidates should be able to:

- capture a digital image using an appropriate device, eg digital camera, camera-phone
- transfer, store and retrieve the image
- produce a hard copy of the image
- edit the image using software tools, eg cut, copy, crop, paste, rotate, flip, resize, colour and colour adjustment, brightness, contrast.

Candidates should have knowledge and understanding of:

- input, output devices and their appropriate use.

Strand 5: Spreadsheet Skills

Use an existing spreadsheet

Candidates should be able to:

- use appropriate spreadsheet software.

Candidates should be able to:

- save and retrieve data
- enter text and numeric information
- format and edit data
- use simple functions
- enter new rows in spreadsheet
- work out and enter a simple formula to calculate data.

Candidates should have knowledge and understanding of:

- input, output devices and their appropriate use.

Strand 6: Video Editing Skills

Use video editing techniques

Candidates should be able to:

- use an appropriate software package.

Candidates should be able to:

- import stills and video clips
- save and retrieve a video file
- edit video sequence, eg adding/moving clips, splitting/ trimming clips
- enhance the video sequence, eg titles, credits, transitions, sound, special effects
- export/publish a video file in a standard format.

Candidates should have knowledge and understanding of:

- input, output devices and their appropriate use.

3.1 Overview of the assessment in Entry Level Certificate in ICT

Entry Level Certificate in ICT R441

Using ICT Practical Communication Task

50% of the total marks
40 marks
Candidates may take up to 10 hours to complete this task.

Candidates complete **one** Practical Communication Task. This task must be chosen from the OCR-set Practical Communication Tasks. In addition to the time spent completing the task, there should also be further teaching time to increase the candidate's depth of knowledge and understanding in preparation for the internal assessment. The Practical Communication Task is internally assessed and externally moderated.

Short Tasks

50% of the total marks
40 marks (20 marks each)
Candidates may take up to 5 hours to complete each Short Task.

Candidates complete **two** Short Tasks, based on the following strands from the subject content:

- Animation Skills
- Control Skills
- Database Skills
- Digital Imaging Skills
- Spreadsheet Skills
- Video Editing Skills

Each Short Task must be from a **different** strand.

An OCR-set Short Task is available for each strand, or the tasks can be set by the teacher.

In addition to the time spent completing the tasks, there should also be further teaching time to increase the candidate's depth of knowledge and understanding in preparation for the internal assessment.

The Short Tasks are internally assessed and externally moderated.

3.2 Assessment availability

There is one assessment series each year in June.

3.3 Assessment objectives

Candidates are expected to demonstrate the following in the context of the content described

| | |
|------------|---|
| AO1 | Recall, select and communicate Recall, select and communicate their knowledge and understanding of ICT. |
| AO2 | Apply skills, knowledge and understanding Apply skills, knowledge and understanding in a variety of ICT contexts. |
| AO3 | Evaluate Evaluate the appropriateness of the applications used. |

3.4 Assessment objective weightings

The relationship between the qualification and the assessment objectives of the scheme of assessment is shown in the following grid

| | % of Entry Level | | | Total |
|---------------------------------------|------------------|-----|-----|-------|
| | AO1 | AO2 | AO3 | |
| Entry Level Certificate in ICT (R441) | 22 | 58 | 20 | 100 |

3.5 Awarding of grades

The grades awarded for the Entry Level Certificate will be at three levels: Entry 1, Entry 2 and Entry 3.

All mark schemes have been written to address the following target boundaries:

| Specification grade | Entry 3 | Entry 2 | Entry 1 |
|---------------------|---------|---------|---------|
| Target | 80% | 60% | 40% |

4. Regulations for internally assessed work

4

4.1 Internal assessment tasks

OCR-set tasks for internal assessment are available, or alternatively the Short Tasks can be set by the teacher.

The OCR-set internal assessment tasks are available on the OCR website: www.ocr.org.uk

4.2 Supervision and authentication of internally assessed work

OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgments and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks
- exercise supervision of the work in order to monitor progress and to prevent plagiarism
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures.

Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require candidates to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each candidate's work with confidence.

4.3 Production and presentation of internally assessed work

Candidates must observe certain procedures in the production of internally assessed tasks.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the portfolio at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:
 - centre number
 - centre name
 - candidate number
 - candidate name
 - qualification code and title
 - task titles.

Work submitted on paper for moderation must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix B at the end of this specification.

4.4 Annotation of candidate's work

Each piece of assessed work should show how the marks have been awarded in relation to the mark descriptions.

The writing of comments on candidates' work provides a means of dialogue and feedback between teacher and candidate and a means of communication between teachers during internal standardisation of internally marked work.

However, the use of a completed cover sheet for each candidate's work provides a means of communication between teacher and moderator and might replace the need for annotation.

4.5 Marking and moderation

All centres entering candidates are subject to quality control via moderation of a sample of candidates' work towards the end of the course. This specification offers the opportunity for moderation evidence to be submitted by post as well as electronically via the OCR Repository (see Entry codes in Section 7.1 Registration and entries of this specification).

All internally assessed tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The **Moderator** will select the sample and advise the centre where the work is to be sent (postal moderation). Centres entering candidates via the OCR Repository must ensure that the sample is uploaded on receipt of the Moderator's selection.

The sample of work that is presented for moderation must show how the marks have been awarded in relation to the marking criteria.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's folder.

4.6 Minimum requirements for internally assessed work

If a candidate submits no work for an internally assessed task, then the candidate should be indicated as being absent from that task on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed tasks, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.7 Submitting the moderation samples via the OCR Repository

The OCR Repository allows centres to submit moderation samples in electronic format via Interchange. Please check the Entry codes in Section 7.1 of this specification. Instructions for how to upload files using the OCR Repository can be found on OCR Interchange.

5. Support for Entry Level Certificate in ICT

5

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website www.ocr.org.uk:

- Entry Level Certificate in ICT Specification
- OCR-set Internal Assessment Tasks
- Teacher's Handbook.

5.2 Other resources

Hodder Education is the publisher partner for OCR Entry Level Certificate in ICT.

A textbook published by Hodder will be available for use with the course.

5.3 Training

- For more information go to www.ocr.org.uk/training.

5.4 OCR Support Services

5.4.1 OCR Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

Arrangements for candidates with special needs for Entry Level Certificate specifications are based on the principle that the centre is best able to assess the needs of the candidate and the appropriateness of the arrangements required. Arrangements for candidates with special needs should not advantage nor disadvantage a particular candidate, nor should they reduce the reliability and validity of the assessment.

The arrangements for candidates with special needs are more flexible than those currently available at GCSE and as such it should not be assumed that any arrangements made at Entry Level Certificate Level will automatically be available at GCSE or GCE Level. Please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*. Entry Level Forms are available on the JCQ website (Forms 11-13).

The following arrangements can be made for candidates without permission being sought:

- mechanical and technological aids may be used by candidates who are physically dependent on them; (screen readers must not be used in reading tests);
- language support staff may provide linguistic help; (please see regulations relating to readers and scribes, sign language and oral language modifiers);
- bilingual and word exchange lists may be used.

For information relating to permission to use the following special arrangements, please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Under certain circumstances:

- the teacher may act under the candidate's instructions to perform simple physical actions that the candidate is unable to undertake. However, practical assistants must not perform any skill for which marks are credited (please see regulations on the use of practical assistants);
- mechanical and technological aids may be used by candidates who generally use them in their normal work (for screen readers, please see regulations relating to readers);
- communicators or signers may be used;
- readers and amanuenses may be used.

It is expected that, generally, the candidate's own teacher will act as a communicator, a signer, a reader or an amanuensis.

Further clarification of any special arrangements may be obtained by consulting the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* or by contacting the OCR Special Requirements Team.

7.1 Registration and entries

Centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

Both estimated and final entries must be made in the certification year. Estimated entries, giving estimated numbers only, are needed for the appointment of the centre Moderators and final entries provide the necessary individual candidate details.

Candidates should be entered for the qualification code **R441**.

It is essential that entry codes are quoted in all correspondence with OCR.

For this qualification candidates must be entered for either component 01 (electronic submission via the OCR Repository) or 02 (postal moderation). Centres must enter all of their candidates for **one** of these components. It is not possible for centres to offer both components within the same series.

| Entry option code | Component code | Submission method |
|-------------------|----------------|--------------------------|
| R441A | 01 | <i>OCR Repository</i> |
| R441B | 02 | <i>Postal moderation</i> |

7.2 Entry deadlines

Candidate entries must be made by the date published on the OCR website.

7.3 Grading and award of certificates

Final certification is available from OCR on a three-point scale of grades: Entry 1, Entry 2 and Entry 3, where Entry 3 is the highest grade available.

7.4 Qualification resits

Candidates may enter for the qualification an unlimited number of times.

7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results must be made immediately following the series in which the qualification was taken (by the enquiries about results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

7.6 Restrictions on candidates' entries

Candidates who enter for this Entry Level specification **may not** also enter for any Entry Level specification with the certification title Information and Communication Technology in the same examination series. They may, however, also enter for any GCSE, Functional Skills qualification, NVQ or equivalent qualification.

8.1 Overlap with other qualifications

There is some overlap of content with the OCR GCSE in ICT and with Functional Skills ICT, although the assessment requirements for these qualifications will be different.

8.2 Progression from this qualification

This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses.

The progress of some candidates during the course might be sufficient to allow their transfer to a GCSE ICT course.

8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

8.4 Regulatory requirements

This specification complies in all respects with *The Statutory Regulation of External Qualifications 2004*.

8.5 Language

This specification and associated assessment materials are in English only.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

During the course there are opportunities to promote candidates' spiritual, moral, ethical, social and cultural development.

Candidates may be taught to reflect critically on their own and others' use of ICT and to identify spiritual, moral, ethical, social and cultural issues related to its use. This can be achieved by exploring the ways that new technology has affected the way people work, live and play. Candidates can explore the ways new technology directly affects the quality of people's lives by comparing the use of ICT and contrasting its use with non-ICT solutions.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

The specification content includes a requirement to consider safe, secure and responsible working practices when using ICT; this includes health and safety considerations. Teachers may have opportunities to address all of the issues above through their choice of teaching materials; for example, a class discussion about the advantages of using ICT over traditional communication methods may raise some environmental issues.

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification. European examples should be used where appropriate in the delivery of the subject content. It is hoped that this specification will assist candidates to appreciate the technological dependence of modern economies on ICT and the potential it has for future development.

8.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication (C)*, *Application of Number (AoN)*, *Information Technology (IT)*, *Working with Others (WwO)*, *Improving Own Learning and Performance (IOLP)* and *Problem Solving (PS)* at Level 1. However, the extent to which this evidence fulfils the Key Skills criteria at this level will be totally dependent on the style of teaching and learning adopted.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1.

| | C 1 | AoN 1 | IT 1 | WwO 1 | IOLP 1 | PS 1 |
|------|----------------------|------------------------|-----------------------|------------------------|-------------------------|-----------------------|
| R441 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

8.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of the programme of study for Citizenship (2007) may be delivered through an appropriate treatment of other subjects.

There are opportunities for developing knowledge, skills and understanding of citizenship issues during this course.

Candidates should become aware of the ever growing impact of ICT. As part of their study candidates will evaluate the role of ICT and consider its positive and negative effects, developing their awareness of social and ethical issues associated with technological advances.

Using ICT: Practical Communication Task marking criteria

| Candidates achieve objectives by: | Constant support and help | Help and direct guidance given | Help and guidance may be needed, but evidence of independent learning by candidate |
|---|--|--|---|
| Research (AO1) A candidate should be able to: | <ul style="list-style-type: none"> Find out limited information to support the task. <p style="text-align: right;">0-2 marks</p> | <ul style="list-style-type: none"> Find out relevant information through internet research. <p style="text-align: right;">3 marks</p> | <ul style="list-style-type: none"> Use source other than the internet to carry out research into the chosen task Find out relevant information related to the chosen task through internet research. <p style="text-align: right;">4 marks</p> |
| Planning (AO1) A candidate should be able to: | <ul style="list-style-type: none"> Produce a brief plan/design State a safe working practice when using a computer. <p style="text-align: right;">0-2 marks</p> | <ul style="list-style-type: none"> Produce a simple plan/design List some resources needed Identify with limited reasons safe working practices when using a computer. <p style="text-align: right;">3-4 marks</p> | <ul style="list-style-type: none"> Produce a detailed plan of action List relevant resources needed Identify appropriate software for task Explain why safe working practices are important when using a computer. <p style="text-align: right;">5 marks</p> |

| | | | |
|---|--|---|--|
| <p>Practical use of ICT software tools to present information (AO2) A candidate should be able to:</p> | <ul style="list-style-type: none"> • Use email to receive communication • Use software features /formatting tools • Insert text, errors may be intrusive • Insert a graphic • Save work. <p style="text-align: right;">0-5 marks</p> | <ul style="list-style-type: none"> • Use email to receive and send communication • Use a range of appropriate software features /formatting tools • Insert text; there will be few errors • Insert a relevant graphic • Save and retrieve work • Follow some of their plan. <p style="text-align: right;">6-10 marks</p> | <ul style="list-style-type: none"> • Use email to receive and send communication including attachments • Use logical methods/ techniques to carry out planned work using a range of appropriate software features /formatting tools • Insert text; there will be few if any errors • Insert relevant graphic(s) appropriately positioned • Save and retrieve work with appropriate filenames • Follow their plan effectively. <p style="text-align: right;">11-14 marks</p> |
| <p>Outcome (AO2)</p> | <ul style="list-style-type: none"> • Produce a partial outcome to the task. <p style="text-align: right;">0-4 marks</p> | <ul style="list-style-type: none"> • Produce a relevant and partially completed final document for the task • Record some evidence of progression stages. <p style="text-align: right;">5-7 marks</p> | <ul style="list-style-type: none"> • Produce a well presented and relevant complete final document which meets the needs of the task • Record detailed evidence of progression stages. <p style="text-align: right;">8-9 marks</p> |

| | | | |
|---|---|---|--|
| <p>Conclusion and evaluation (AO3) A candidate should be able to evaluate their work by:</p> | <ul style="list-style-type: none"> • Making basic comments about their work • Giving an advantage or disadvantage of using ICT. <p style="text-align: center;">0-3 marks</p> | <ul style="list-style-type: none"> • Making some comments about their work • Identifying an advantage or disadvantage of using ICT to complete the task • Identifying different methods of electronic communication. <p style="text-align: center;">4-6 marks</p> | <ul style="list-style-type: none"> • Making detailed and relevant comments about their work • Drawing simple conclusions about their work • Explaining an advantage or disadvantage of using ICT to complete the task • Suggesting improvements to the outcome of the task • Demonstrating detailed knowledge and understanding of different methods of electronic communication. <p style="text-align: center;">7-8 marks</p> |
| TOTAL OUT OF 40 | | | |

Short Task marking criteria

| Candidates achieve objectives by: | Constant support and help | Help and direct guidance given | Help and guidance may be needed, but evidence of independent learning by candidate |
|---|--|--|---|
| Planning (AO1) A candidate should be able to: | <ul style="list-style-type: none"> State what they are going to do. <p style="text-align: center;">0-1 marks</p> | <ul style="list-style-type: none"> State what they have to do Produce a simple plan of action. <p style="text-align: center;">2-3 marks</p> | <ul style="list-style-type: none"> State with a reason what they have to do Produce a detailed plan of action List the resources that are to be used. <p style="text-align: center;">4 marks</p> |
| Carrying out (AO2) A candidate should be able to: | <ul style="list-style-type: none"> Carry out some of the planned work using the specified software application Use a limited range of software features to carry out the work. <p style="text-align: center;">0-2 marks</p> | <ul style="list-style-type: none"> Carry out the planned work using the specified software application Use a range of software features to carry out the work. <p style="text-align: center;">3-5 marks</p> | <ul style="list-style-type: none"> Carry out the planned work using an appropriate software application and resources Use logical methods/ techniques to carry out planned work using a range of appropriate software features. <p style="text-align: center;">6-8 marks</p> |
| Outcome (AO2) A candidate should be able to: | <ul style="list-style-type: none"> Produce a partial outcome. <p style="text-align: center;">0-1 marks</p> | <ul style="list-style-type: none"> Produce a relevant and partially completed outcome to the task Record some evidence of progression stages. <p style="text-align: center;">2-3 marks</p> | <ul style="list-style-type: none"> Produce a relevant and completed outcome to the task Record detailed evidence of progression stages. <p style="text-align: center;">4 marks</p> |
| Evaluation (AO3) A candidate should be able to: | <ul style="list-style-type: none"> Make a basic comment on the outcome of the task. <p style="text-align: center;">0-1 marks</p> | <ul style="list-style-type: none"> Make some comments on the outcome of the task Suggest improvements. <p style="text-align: center;">2-3 marks</p> | <ul style="list-style-type: none"> Make relevant comments on the outcome of the task Identify strengths and weaknesses, and suggest relevant improvements. <p style="text-align: center;">4 marks</p> |
| TOTAL OUT OF 20 | | | |

Structure for evidence

An internal assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or Moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top-level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code R441, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for internal assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's internal assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the internal assessment portfolio to OCR, the centre should add a folder to the folder tree containing internal assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic internal assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only Word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format from that in which the document was originally created. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the Moderator and fully represent the evidence available for each candidate.

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)







Need more help?

Our aim is to assist you however we can.

As well as giving you a toolkit of support services and resources to pick and choose from, we are also here to help you with specialist advice, guidance and support for those times when you simply need a more individual service.

Here's how to contact us for specialist advice:

By phone: 0300 500 4848

By email: ict@ocr.org.uk

By fax: 024 76 851633

By post: Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ



IMPORTANT NOTICE

Please note this specification and the information contained in it was correct at the time of going to print.

The latest version will always be available on www.ocr.org.uk

R441/S/10

www.ocr.org.uk

OCR customer contact centre

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